DOCUMENT RESUME

ED 459 678 HE 034 584

AUTHOR	Halonen, Jane S.
TITLE	Beyond Sages and Guides: A Postmodern Teacher's Typology.
PUB DATE	2001-08-27
NOTE	21p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
PUB TYPE	Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Classification; *College Faculty; Higher Education; *Postmodernism; *Teacher Characteristics; *Teaching Styles
IDENTIFIERS	Hall (G Stanley)

ABSTRACT

The primary theme of this paper is that teaching at the college level has changed in the postmodern era in ways that make it necessary to consider a richer classification than the popular dichotomy of "sage on the stage" or "guide on the side." The career of G. Stanley Hall is discussed as an example of a teacher who would be considered more of a sage than a guide. In contrast, the teaching of Harry Kirke Wolfe was more that of a guide than a sage. The risk of simplifying teachers into lecturers and non-lecturers is explored, noting that faculty present themselves in many ways in the postmodern era. The characteristics that constitute effective classroom practice are discussed and grouped into the four clusters: (1) expressive personality factors; (2) behaviors that show receptivity to students; (3) pedagogical practices; and (4) physical characteristics. The paper concludes with examples of successful college teachers who break traditional rules of teaching effectiveness to great advantage. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 459 678

Beyond Sages and Guides:

A Postmodern Teacher's Typology

Jane S. Halonen

James Madison University

Harry Kirke Wolfe Lecture

G. Stanley Hall Series

American Psychological Association Convention

San Francisco, California

August 27, 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. S. HALONEN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

HE 034 584

BEST COPY AVAILABLE

Beyond Sages and Guides:

A Postmodern Teacher's Typology

Jane S. Halonen

James Madison University

This article offers the text from my speech at the 2001 American Psychological Association convention as a G. Stanley Hall/Harry Kirke Wolfe Lecturer. The primary theme of the speech explored how teaching at the college level has changed in the postmodern era in ways that make us seriously consider a richer classification than the dichotomy of "sage on the stage" or "guide on the side." In the speech, I examined the risk of simplifying teachers into lecturers and nonlecturers. I also examine characteristics that constitute effective classroom presence. I conclude the speech with examples of successful college teachers who break traditional rules of teaching effectiveness to great advantage.

Beyond Sages and Guides:

A Postmodern Teacher's Typology

Getting Here

I am grateful that you came to this Harry Kirke Wolfe/G. Stanley Hall lecture today. When one gets scheduled this late in the convention, it feels a bit like a bizarre form of "Survivor" so I'm pleased that you could join me in this endeavor.

I am also honored to have been introduced by Sister Maureen Hester, whom I consider one of the three people responsible for my involvement in the American Psychological Association. The other two are Randy Smith and, ironically, Granville Stanley Hall. Randy Smith recruited me to come to my first APA convention in Atlanta to support the Council of Teachers of Undergraduate Psychology during the same year in which my work in critical thinking resulted in a nomination as the G. Stanley Hall lecturer. I didn't win it that year, but the nomination certainly peaked my interest in convention happenings. I wanted to see who did win! Once I got to Atlanta, I was not only able to see a very fine G. Stanley Hall speech by Richard Mayer, but I also had the good fortune to sit down next to Maureen Hester at a Division 2 symposium hosted by Tom McGovern. We became fast friends and convention roommates since that happy episode. Thank you for your kind words, Maureen.

Given G. Stanley Hall's provocation to become involved with APA, it is no small irony that I have been rather intimately involved with the G. Stanley Hall lecture series since that time. First, one of my tasks as the last appointed member of the Committee on Undergraduate Education several years ago was facilitating the selection of G. Stanley Hall lecturers. Subsequently, convention program planning for Division 2 somehow inherited those duties.

During that period, I made an error that I'm pleased to have this forum to clarify, apologize, and correct. As part of an ongoing effort to enhance attendance at convention offerings--and that sounds like a familiar theme--a D2 subcommittee decided to discontinue the Harry Kirke Wolfe Lecture that had been established to honor one of the finest undergraduate educators in history. I supported the recommendation that we discontinue that offering due to its small attendance and perceived competition with GSH Lectures. Then through the work of Ludy Benjamin (1991), I learned about Harry Kirke Wolfe and profoundly regretted the decision. When I had the opportunity as Division 2 president to restore the lecture and combine it with the G. Stanley Hall series, I'm pleased to say I righted the error and was even more pleased when Ginny Mathie served as the first speaker in the resurrected series last year. Therefore, I was delighted to get the call from Barney Beins, inviting me to serve this year as the Harry Kirke Wolfe Lecturer in the G. Stanley Hall series.

Explaining My Title

When I get an invitation to speak, I follow a time-tested ritual: I lean back in my chair and try to pinpoint whatever is bothering me at the moment, which often lends itself to a public airing. This year what was bugging me was the limitations and the potential harmfulness of metaphor. That may sound surprising, since last year at this time (American Psychological Foundation Award/Society for Teaching of Psychology Presidential Address), I was trying hard to persuade you about the power of the metaphor of "magic" for teaching. Yesterday we also thoroughly enjoyed STP President Dave Johnson's compelling metaphor of teaching as quilting. However, this year I found myself struggling with the ways in which a metaphor or quotation might start out as beguiling but actually import some subtle dangers.

A case in point is suggested by a portion of the title: "sages and guides." A higher education dichotomy that was popularized in the 1990s suggested you could choose between being a "sage on the stage" or a "guide on the side." Initially this contrast has some appeal because we may have some distinct leaning about whether we as teachers tend more toward the lecture orientation or support active learning approaches, but therein lies the problem. Postmodern times defy this kind of tidiness.

Coping with Postmodern Pandemonium

Kenneth Gergen (2000) has provided one of the clearest explications of the nature and consequences of living in postmodern times. He discussed perceptions of the self from three relevant historical eras: the romantic, the modernist, and the postmodern. According to Gergen, the romantic era defined the self from the standpoint of personal depth, emphasizing passion, creativity, soul, and moral fiber. The onset of the modernist era shifted the emphasis from emotion to reason in which belief, opinion, and conscious intention took center stage. Gergen observes that the postmodern era fragments the sense of self. Because situations define who we are, postmodern selves are under continuous construction. Gergen coined the term "multiphrenia" to describe the challenges of having to respond to so many different, sometimes competing situational demands made that much worse by information technology . Anyone with a building email queue at home knows precisely the strain that Gergen bemoans.

I believe that the intensified social pressures that we face in postmodern times may exaggerate our need to cling to western analytic traditions. As good academics, we are likely to take refuge in notions that offer us simplification. Hence, the appeal of metaphors, catchy slogans, systems, and rules to help us shore up that which seems to be spilling and spreading.

Defining Objectives

One of the freedoms of addressing a postmodern theme in a speech is that it frees me from the obligation of being logical or coherent. Despite that liberty, let me outline for you in more traditional terms what I hope to accomplish in this speech:

The goal of the G. Stanley Hall and Harry Kirke Wolfe lectures is updating generalist teachers and I will attempt to do that by exploring thei teaching styles of both of these psychology legends. We'll explore a few contemporary typologies and see what insight they can provide into the security we seek. We'll also look at the elements that constitute positive classroom presence as a more helpful self-assessment strategy. Then we will return to the theme of why metaphors, classifications, and typologies fail by examining some case studies that should convince us to hold our developing personal teaching norms loosely rather than religiously.

Comparing Heroes

G. Stanley Hall is undoubtedly the more famous of the two individuals in whose honor this event is staged. As a teacher and administrator, Hall was remarkably entrepreneurial. He established the APA, launched several journals in psychology, and founded the field of education as a formal discipline (Goodchild, 1996). He was a strong supporter of graduate education. For example, he long resisted benefactor Joshua Clark's encouragement to start up undergraduate program at Clark University. (This might cause some to wonder why APA began a lecture series devoted to improving undergraduate education in G. Stanley Hall's honor).

If we had to make a diagnostic judgment about Hall's teaching type, my guess is that he would be considered more sage than guide. Lewis Terman reported that Hall's Monday evening seminars had a profound impact on his intellectual

development. He recounted, "I always went home dazed and intoxicated, took a hot bath to quiet my nerves, then lay awake for hours rehearsing the drama and formulating all the clever things I should have said and did not" (quoted in Koelsch, 1987, p. 53).

In contrast, Hary Kirke Wolfe's entire career in higher education was devoted to the undergraduate students of Nebraska. Although he was not as famous as Hall, his impact was enormous (Benjamin, 1991). To date, the largest number of APA presidents received their undergraduate training under Wolfe. Although perhaps not as entreprenurial, Wolfe was at least enterprising. Although Wolfe obtained no credit for his teaching workload and students received no formal academic credit for their work in his lab, students flocked to Wolfe's psychology lab to learn about psychology methods.

Wolfe's style would be characterized more as guide than stage. He strongly advocated active learning strategies as the way to engage students most effectively. Ludy Benjamin described several memories (1987, p.73) from his grateful students:

- "His lectures were never over in fifty minutes. Usually they went buzzing around in the student's brain for weeks afterward."
- "He exploded bombs under us to make us think.
- "He prodded us with humor and sarcasm. He got under the skin of more than one of us."

Both teaching legends verify the point that the dichotomy of "sages" and "guides" simply doesn't do justice to such vivid individuals. We need to turn to something richer if we are going to have a framework that works.

Capturing Postmodern Realities

One attempt to capture how faculty present themselves comes from Matt Groening (1987) and what could be more postmodern than a talk about G. Stanley Hall and Harry Kirke Wolfe that includes something from the creator of Homer Simpson? Groening created a collection of turbulent cartoons called *School is Hell* in which he described nine types of teachers from the students' point of view:

- The Steady Droner
- The Disdainful Assistant
- The Mighty Famous Bigshot
- The Beloved Babbling Grandpa with Tenure
- The Genius from Another Dimension
- Ol' Gloom and Doom
- The Single-theory-to-explain-everything Maniac
- The Incomprehensible Brilliant Foreigner, and
- The Nice Little Nobody

This may or may not work for you and it may or may not be a comprehensive typology but I sympathized with more than one category.

In this era, we also must entertain some other postmodern variations. For example, we could add

- The Mind On-line

So many campuses have moved to distance learning as a way to solve enrollment problems only to discover that on-line courses bring with them a host of new problems. Expenses, student retention, and workload concerns muddy the promise that distance learning appeared to offer.

- The Face in 'Space

Information technology allows us to capture vivid professors for posterity on videotape and CD-ROM. (How wonderful it would be to have visual/auditory records of Wolfe or Hall). These media add a new teaching goal of being "webogenic" to other desirable teacher outcomes.

- Possessed by Assessment

Another postmodern reality is the significant energies faculty must devote to accountability. As such, some higher education teachers have demonstrated greater excitement about assessment than the actual learning assessment should measure.

- Dreaming of Teaming:

We see a new appreciation across the country regarding interdisciplinary efforts. Although such efforts can be a source of renewal for faculty, interdisciplinarity and team teaching may tax disciplinary loyalties, teaching schedules, and enthusiasm for the classroom, especially if appropriate time and funds are not set aside to support such time-consuming activities.

Specifying Classroom Characteristics

Obviously, our postmodern typology is not producing satisfying results. Perhaps examining the component parts of teaching would be more satisfying. In this regard, two friends came to my rescue. Bill Buskist and Steve Davis invited me to address components of teacher presence in the tribute volume they have created for Wilbert J. McKeachie (more guide than sage) and Charles L. Brewer (more sage than guide). This invitation was a challenge since the closest the scholarship on teaching literature comes to the notion of presence is teaching style--and that literature is a morass. So I turned to my students for help. I asked capstone history students to describe five characteristics that produced positive presence for a college professor

and five that produced negative outcomes. Before I share with you their conclusions, perhaps you could speculate about the characteristics that you think might be the most important in forging a positive presence.

[The audience offered the following speculations: warmth, enthusiasm, energy, "with-it-ness," humor, expressiveness, connection, disciplinary expertise, flexibility, listening skills, and preparation, not unlike lists of characteristics offered in the teaching evaluation literature (cf McKeachie, 1997).]

My students offered the following four clusters of characteristics as their distinguishing characteristics of presence to help us evaluate our own strengths and weaknesses.

Expressive Personality Factors

Enthusiasm. W. H. Auden once defined a professor as "one who talks in someone else's sleep." According to my students, the deadliest teaching sin of all is absence of enthusiasm. Students were most unforgiving about teachers who evince little interest in what they are teaching, particularly if the result culminates in a monotonous delivery.

In my experience, most students come to a course with all the expectancy of a first date. They hope the match will be an excellent one. At a minimum, they hope that their time won't be wasted. If they are lucky, the enthusiasm of the professor can open news doors and the students can extract from the course larger life lessons than even the content can purvey. When their hopes are met with a flat emotional response, students feel alienated from the discipline and distanced from the teacher.

Teachers should find avenues to show their enthusiasm whether it is naturally expressed or orchestrated. If we can't muster any of the passion and communicate

that driving force to our students, the toll will be seemingly endless classes, eye-ball rolling from disaffected students, and recurrent daydreams about easier ways to make a living. I add one caveat from another psychology teaching legend, David Myers (1992). He endorses the importance of enthusiasm in high quality teaching, but suggests that we are likely to become heartbroken if we ever expect our students to be as excited about our discipline as we are.

Introversion/extraversion. Teachers differ in the extent to which they feel comfortable in the classroom. Little (2000) proposed that classes may be a comfortable fit for teachers who are by nature extroverts, but believed that introverts will have to develop some strategies for coping with such excess stimulation if they are to survive their chosen occupation. For those teachers who don't manage to transform their anxieties, powerful inhibiting forces may result in a wooden delivery that is unlikely to translate to attributions that the teacher has enthusiasm for the subject, the students, or anything else. Clearly, more expressive and extroverted faculty members are at an advantage in student evaluations if the demands of the spotlight suit the positive narcissistic needs of the faculty member.

Behaviors that Show Receptivity to Students

Agreeability. Washington Irving suggested that "an inexhaustible good nature" was critical to survive life's challenges. He could easily have been addressing another fundamental characteristic that gives teachers positive presence. Students want teachers who clearly enjoy the profession that they have chosen and who demonstrate that enjoyment by being pleasant and friendly. My students highlighted a variety of ways that teachers alienate them through disagreeable characteristics. These aversive qualities included being complacent, prideful, pompous, self-absorbed, and just plain mean.

Neuroticism. Although students may have had experiences with neurotic teachers during their education, most students assume reasonable mental health on the part of their teachers until temper displays, irrationalities, or other peculiarities prove otherwise. When students discern unresolved adjustment problems in their professors, they are likely to focus on self-protection rather than learning.

Welcoming attitude. Generous eye contact, smiling, and remembering personal details are strong indicators of teachers with positive presence, according to my students. Hiding behind the podium and objectifying students will send the opposite message.

Empathy. Students gravitate toward faculty who project concern and compassion about the lives of their students. Positive teachers strive to remember about the confusions of college life, to remember that heartaches and compelling social obligations sometimes may take priority over even the best academic intentions. The magical teacher uses such dilemmas as teachable moments that enhance the larger lessons that college has to offer. They share sufficient personal detail with students, carefully chosen for its relevance to the dilemmas that the students face so that students can see the humanity beyond the teacher's role.

In contrast, toxic teachers purposefully create distance between them and their students. They don't see empathy as an obligation and act as though time spent with students is a distraction or intrusion. They choose to tell personal stories for narcissistically driven reasons that are likely to be less effective in helping students gain relevant insights about the personal or academic problems that they are trying to solve.

Empowerment. Michaelangelo stated, "I saw the angel in the marble and carved until I set him free." In this regard, the role of the professor is to glimpse

possible futures for their students and to help students see a positive possibility as a likely outcome. I think the best professors are inclined to see the glass as "3/4" full especially as it applies to their students and what their students can become. That optimism encourages them to promote positive outcomes for their students. According to my students, teachers with positive presence acknowledge hard work even when it doesn't necessarily lead to the desired outcome. They help students imagine beyond the immediate context.

Pedagogical Practices

Disciplinary competence. Students tend to trust from the outset of their course that their teachers have sufficient disciplinary expertise or they wouldn't have been hired to do the job. However, they are quick to revise their judgment if given sufficient provocation by teachers who lack confidence, distort known truths, or pretend to know things when they don't.

Some beginning students have an expectation, clarified through William Perry's (1970) work on cognitive development, that the teacher should be an all-knowing authority. As such, teachers need to take special care to help students accept that teachers are still in the process of learning as well. Students are far more tolerant of admission of an unknown when followed up with a promise to find out. However, they are intolerant of bluffing.

Conscientiousness. Although students will undoubtedly learn the lesson many times over that life may not be fair, students should have the right to expect fair treatment in their classes, including grading practices. The syllabus should provide a comprehensive set of expectations. When teachers have laid out the expectations properly, students want teachers to stay the course.

My students also discussed some mechanics of teaching as relevant to presence. They strongly prefer well-organized and goal-oriented classroom experiences to class sessions that feel disorganized, chaotic, or unstructured. They expect to see evidence of preparation that takes into account the difficulty of the material and their interests as learners. Course experiences should be paced so students don't feel like they have inadvertently entered a transcribing marathon.

Students also expressed appreciation for teachers who make a point to appeal to a broad range of learning styles. The liberal use of visual aids, the incorporation of learning strategies that encourage participation and reflection, and other learner-centered practices (cf. McKeachie, 1999) can help students stay connected to the important ideas offered by teachers.

Openness to experience. Aging lecture notes or out-dated assignments give hints that recent classroom preparation has not been a priority. One student complained that a teacher might choose to require a rigorous assignment for the sake of academic tradition to promulgate suffering for the sake of academic tradition as opposed to work that might produce greater impact or fulfillment.

E. M. Forster suggested, "Spoon feeding in the long run teaches us nothing but the shape of the spoon." Students cited reading from lecture notes as among the most negative of teaching practices. Teachers who incorporate novelty stay motivated and interested in the material. Involving students in discussion and other active learning strategies sends a message that their presence matters as an active ingredient in the class. They work at the course material to help students understand the relevance in their own lives. When the teacher figures out ways to make the class fun, the students find that learning may not require as much sweat equity.

Authority. Although my students identified a preference for a casual, laid-back atmosphere as an important ingredient of positive presence, they do not want the atmosphere to be so casual that the sense of control is gone in the classroom. Serious students appreciate teachers who set and maintain high standards. Rigor should apply both to student and teacher expectations and performance. Students show little patience with teachers who "wing" their classes with an expectation that things will simply fall into place.

Physical Characteristics

H. L. Mencken speculated, "One may no more live in the world without picking up the moral prejudices of the world than one will be able to go to hell without perspiring." Few of my students commented on physical characteristics as part of teacher presence perhaps because it is impolite and socially undesirable to admit that physical appearance influences our judgment. For example, only one student emphasized the importance of attractive attire as part of a teacher's positive presence. However, these physical dimensions link to prejudices, sometimes subtle and sometimes not so subtle, that can influence whether a teacher and student can make a strong connection. These can include biases based on age, gender, ethnic heritage, and even regional identification.

Teachers with positive presence transcend the confines of the classroom. When the minutiae of the discipline have fallen into disrepair in the brain's attic, such teachers will occupy a special place in their students' memory for their larger lessons. Understanding how faculty vary on all of these dimensions of presence, helps us recognize the rich variety of professors our students will encounter.

Avoiding Hardening of the Categories

Nearly every good teacher I know defies crisp definition as a sage or a guide. Truly good lectures transcend a sage display. Truly good classroom process builds often build on lecture. However, our western tendency to conquer through classification, metaphor, and the development of teaching rules suggest the many strategies we use to cope with our identity problems. As best practices proliferate, there may be a dangerous tendency for us to lock onto some standard teaching expectations that may ultimately diminish the variety of exposure that our students need to help them develop intellectual vigor and appreciation of difference. The likelihood that rules may deaden our sensitivities to new approaches has been referred to as "hardening of the categories" (Langer, 19).

Here are two general rules that I think help us remember to honor individual style.

Halonen's Law:

What is toxic teaching to some students is intoxicating to others.

Halonen's Corollary:

What works well for some teachers fails miserably for others..

One of the great joys I experience as a department head is the opportunity to visit new teachers. Although this is a wonderful learning experience for me as I get to witness new approaches to teaching and reexperience content from fresher eyes, one of my newer faculty members at James Madison suggested that it scares the hell out of them. I recognize that it is probably a bit intimidating to have a department head

watching your every move, especially one so identified with teaching. But the truth--and the joy--of the matter is that I learn far more from these opportunities to observe, reflect, and exchange teaching strategies than those whom I watch.

In the process of such observations and other peer observations over time, I have a keen sense of how violations of my own best practice rules or expectations about students can sometimes produce exceptional teaching and learning. I thought I would conclude the presentation with some specific examples where teachers very effectively broke the rules of best practice.

The one about showing respect...

I was startled a few years ago to visit the classroom of a very fine personality psychologist who gave a strong stand-up lecture but then shifted to discussion mode in a dramatic way. She announced, "It is time." Then she proceeded to snap her fingers and point to students who were responsible for answering rapid fire questions that flew out of her mouth. I was startled and wondered about the degree to which the students might be offended by her approach. But on close examination, the students behaved very differently than in casual class discussion. They sat up straight, attended carefully, and seemed to enjoy the added performance demand that this approach imposed. The discussion was vigorous. A student later shared with me how much they appreciated the clearcut distinction between lecture and discussion and wanted badly to rise to the occasion.

The one about preparing ahead...

I recently observed a new faculty member who outlined his lecture on the blackboard as he spoke. The outlines were copious, more than I would ever entertain scribing at the risk of losing student attention. However, his capacity to multi-task--

outline and engage at the same time--worked very effectively to keep students with him.

The one about not reading...

As a student, I've suffered through many long passages of reading that made me long to be anywhere but suffering at the hands of the unimaginative teacher. "I can read this myself!" I always thought with no small degree of impatience. However, another class visit persuaded me of the value of reading. A new faculty member in Life Span Development selected passages written by Erik Erikson and read them with such expressiveness that it made me want to return to the original. It felt like hearing Erikson's words for the first time. And it made me revisit the idea that reading automatically disengages students.

The one about answering questions...

One of my Alverno colleagues was legendary for his refusal to answer questions. He would answer operational questions, but never fell into the answer machine tactics that can sometimes sweep us away. He routinely uses student questions as a probe for their own critical thinking.

The one about being welcoming...

Another colleague with whom I take great pleasure in working was born in Persia. Although his ebullient and expressive, his opening speech to students is far from welcoming. "If you are here just to get an 'A'," he warns, "You might as well leave now. Getting an 'A' in my class is extremely difficult." And it is. His grading curves stand in stark contrast to the slippage that is omnipresent in grade inflation. Yet students beg to sit on the floor so they can take his class. They work harder for the course than any they will take in college. The secret to my colleague's success is a commitment to helping students change their lives. This includes a required 25-page

autobiography which he reviews carefully and sensitively, followed by contact of the student's choosing to discuss the implications of what has been shared. Recently, a marginal student in the class posted what could only be described as a love letter to the professor who had helped transformed his life.

The one about old dogs....

The last example I want to provide is an intensely personal mix of rules for teachers and expectations for students. I often yammer about the importance of observing professional boundaries to facilitate less ambiguous professional lives. Thank God, one of my colleagues chose to ignore this dictum in a powerful present she offered to me. Many of you know my lifelong fondness for dancing. Unfortunately, I have been in a mixed marriage; my husband is a resolute, card-carrying nondancer...until recently. My JMU colleague devoted about six months of dancing lessons on the sly to enable my husband to do the foxtrot on our 25th anniversary [we are shown here doing a "corte"]. He told me he was going groundhog hunting, a popular sport in Virginia, when instead, every Sunday afternoon off he went to swing and rumba in preparation for what might have been the biggest surprise of my life. Old dogs indeed.

Coming to the End

Postmodern pressures encourage us to develop practice norms for navigating our classroom challenges. Metaphors, typologies, and rules can provide some comfort in helping us evolve identities that succeed in complex circumstances. However, the larger lesson I hope this speech conveys is that the individual path to becoming a good teaching is just that--individual. We need to guard against the tendencies legislate, simplify, and substitute if we hope to continue to offer students the richest education.

References

Benjamin, L. T. (1987). A teacher is forever: The legacy of Harry Kirke Wolfe (1858-1918). *Teaching of Psychology, 14,* 68- 73.

Benjamin, L. T. (1991). *Harry Kirke Wolfe: Pioneer in psychology.* Lincoln: University of Nebraska Press.

Gergen, K. J. (2000). *The saturated self: Dilemmas of identity in contemporary life.* New York: Basic Books.

Goodchild, L. F. (1996). G. Stanley Hall and the study of higher education. *The Review of Higher Education, 20,* 69-99.

Halonen, J. S. (In press). Classroom presence. In S. F. Davis, & W. Buskist (Eds). *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer.* Mahweh, NJ: Lawrence Erlbaum.

Koelsch, W. A. (1987). *Clark University, 1987-1987: A narrative history.* Worcester, MA: Clark University Press. Cited in Goodchild, L. F. (1995). G. Stanley Hall and the study of higher education. *The Review of Higher Education, 20,* 69-99.

Langer, E. (19).

Little, B. (2000, October). Professing out of character: Free traits and the immortal profession. Keynote address at the Eastern Conference for the Teaching of Psychology, James Madison University, Harrisonburg, VA.

McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist, 52,* 1218-1225.